DOCUMENT RESUME

ED 401 966 JC 970 002

TITLE Ethnic Student Survey--Fall 1995.
INSTITUTION Moraine Valley Community College., Palos Hills, IL. Office of Institutional Research.
PUB DATE Jul 96
NOTE 19p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Asian Americans; Blacks; Community Colleges; Comparative Analysis; *Ethnic Groups; Hispanic Americans; Minority Groups; *Participant Satisfaction; Self Evaluation (Groups); *Student Attitudes; Two Year Colleges; *Two Year College Students; Whites
IDENTIFIERS Moraine Valley Community College IL

ABSTRACT

In fall 1995, Illinois' Moraine Valley Community College (MVCC) conducted a survey of a random sample of 1,447 current students to gather information on their attitudes and goals and to compare responses for Asian, Black, Hispanic, and White students. Completed surveys were received from 433 students, including 53 Asians, 73 Blacks, 127 Hispanics, and 180 Whites. Study findings included the following: (1) 51% of the Black respondents had initially enrolled at MVCC to obtain an occupational degree or certificate, compared to 34% of Hispanic and 31% of both Asian and White respondents; (2) Asian respondents were the most likely group to enroll for transfer; (3) overall, 73% of the respondents were employed, while Asians had the lowest percentage employed at 50% and Hispanics had the highest at 80%; (4) 83% of the White respondents were receiving no financial aid, compared to 70% of the Asian, 61% of the Hispanic, and 41% of the Black respondents; (5) 369 respondents indicated that they planned to re-enroll the following semester, with no significant differences existing by ethnic group; and (6) for all respondents, the characteristic or program receiving the highest satisfaction rating was the availability of computer labs, while Black students gave the highest average satisfaction rating and Asian students the lowest. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 966

Ethnic Student Survey--Fall 1995

By

Moraine Valley Community College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Rohder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Jc 970 002

Date: July 1996

RE: Ethnic Student Survey - Fall 1995

During the fall 1995 semester, the Office of Institutional Research conducted a survey of currently enrolled students. A survey was distributed to a random sample of fall 1995 students. Since one objective of this study was to compare the perceptions and goals of students of different ethnic groups, surveys were sent to a random sample of Asian, black, Hispanic and white students.

This survey was designed to learn current students' primary initial purpose for attending Moraine Valley, the sources that gave them information about Moraine Valley, financial aid, attitudes on enrollment at Moraine Valley, and future educational plans. It was also designed to evaluate how students rate the importance of and satisfaction with Moraine Valley characteristics, services and programs.

Surveys were initially distributed to a random sample of 1,447 students representing four ethnic groups: 160 Asian students, 334 black students, 456 Hispanic students, and 497 white students. Students who had not responded within a month of the first mailing received a second mailing of the survey. Survey response rates are shown in Table 1. Of the 1,447 surveys mailed (11 were undeliverable) 433 were returned, yielding an overall return rate of 30 percent. White students had the largest return rate (36%), followed by Asian students (34%) and Hispanic students (28%). Black students had the lowest return rate (22%).

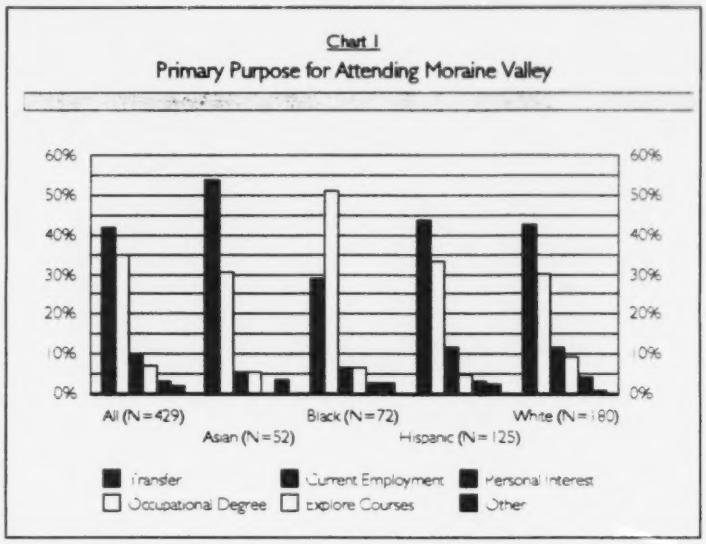
Table 1
Return Rates by Ethnicity

Ethnic Group	Surveys Mailed	Surveys Delivered	Responses Returned	Return Rate
Asian	160	158	53	34%
Black	334	330	73	22%
Hispanic	456	453	127	28%
White	497	495	180	36%
All Respondents	1,447	1,436	433	30%

Purpose for Attending Moraine Valley

Of the 433 survey respondents, 429 (99%) indicated their primary initial purpose for attending Moraine Valley. The greatest percentage of respondents (42%) initially enrolled to take course work for transfer to another college. Thirty-five percent enrolled to obtain an occupational degree or certificate and ten percent enrolled to take job-related or job-required courses. Other reasons given by respondents were: to explore courses (7%) and to fulfil personal interests (3%). Two percent gave other reasons for enrolling. (See Chart 1.)

As Chart 1 illustrates, the primary initial purposes for which respondents of different ethnic groups attended Moraine Valley were significantly different. While more than half of the Asian respondents (54%) initially enrolled to take course work for transfer to another college, less than one-third of the black respondents (29%) attended for this reason. More than half of the black respondents (51%) initially enrolled to obtain an occupational degree or certificate for job entry, and were significantly more likely than any other group to attend for this reason. Thirty-four percent of Hispanic respondents and 31 percent of both Asian and white respondents attended for this reason.



Responses from white and Hispanic respondents were most similar. Forty-four percent of Hispanic respondents and 43 percent of white respondents initially enrolled with plans to transfer. Thirty-four percent of Hispanic respondents and 31 percent of white respondents planned to obtain a degree or certificate, and twelve percent from both groups planned only to take job-related or job-required courses. Hispanic and white respondents were more likely to enroll to take job-related or job-required courses than their Asian and black counterparts. Only seven percent of black respondents and six percent of Asian respondents initially enrolled for this reason.

Between five and ten percent of respondents from each ethnic group enrolled to explore courses. Less than five percent of respondents of all groups initially enrolled to fulfil personal interests, and no Asian respondents indicated this reason for enrolling.

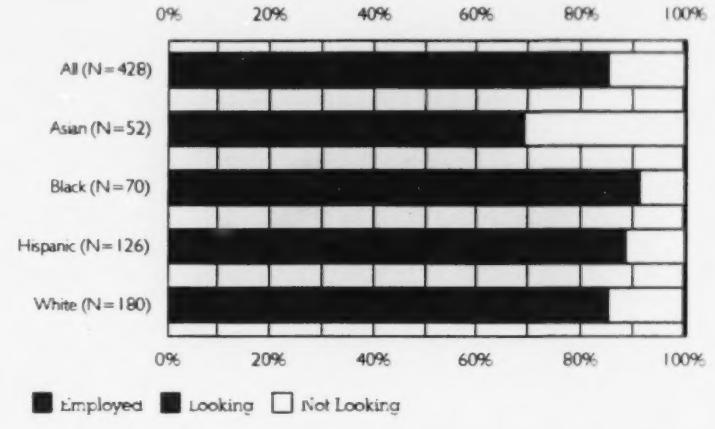
Employment Status

Ninety-nine percent of respondents (N=428) indicated their employment status at the time the survey was taken. Almost three of every four respondents (73%) were employed and working an average 33 hours per week. Of the 27 percent of respondents not employed at the time the survey was taken, 15 percent were not looking for employment while 12 percent were actively looking. Chart 2 shows the employment status of the fall 1995 survey respondents.

The employment status of respondents from the four ethnic groups was significantly different. Asian respondents had the lowest percentage employed and Hispanic respondents had the highest. Only half (50%) of Asian respondents were employed, while at least two-thirds of respondents from each other ethnic group were employed: black (67%), white (77%), and Hispanic (80%).

The percentage of black and Asian respondents looking for employment was significantly higher than that percentage of Hispanic and white respondents. Twenty-four percent of black respondents and 19 percent of Asian respondents were actively looking for employment compared with eight percent of white and nine percent of Hispanic respondents. The percentage of Asian respondents not looking for employment was significantly higher than that of other ethnic groups: three out of ten Asian respondents were not looking for employment (31%). Fourteen percent of white respondents, 11 percent of Hispanic respondents, and nine percent of black respondents were not looking for employment.

Chart 2
Employment Status



Almost half of employed respondents were working at least 40 hours per week (46%). (See Table 2.) Twenty-nine percent were working between 20 and 40 hours per week, and 25 percent were working less than 20 hours per week.

Black respondents had the largest percentage working more than 40 hours per week (52%) and Asian respondents had the smallest (33%). Forty-four percent of Hispanic respondents and 48 percent of white respondents were working 40 or more hours per week. Accordingly, a significantly higher percentage of Asian respondents were employed less than 20 hours per week. Forty-four percent of Asian respondents were working less than 20 hours per week compared with 20 percent of white, 23 percent of black, and 27 percent of Hispanic respondents.

Table 2
Hours Worked Per Week By Employed Respondents

Hours Worked	All N=310	Asian N=27	Black N=44	Hispanic N=100	White N=139
20 or fewer hours	25%	44%	23%	27%	20%
21 to 39 hours	29%	22%	25%	29%	32%
40 or more hours	46%	33%	52%	44%	48%
Average Hours/Week	**32.8**	**27.9**	**33.4**	**32.1**	**34.1**

Sources of Information about Moraine Valley

Students were asked to indicate which of 17 given sources gave them information about Moraine Valley. (See Table 3.) Respondents listed an average of 3.3 sources each (N=1,423). Hispanic and white respondents listed the highest average number of sources (3.4), followed by Asian respondents (3.2) and black respondents (3.0).

Table 3
Sources of Information About Moraine Valley

Source of Information	All N=433		Asian N=53		Black N=73		Hispanic N=127		White N=180	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Class schedule/mailer	1	44%	3	40%	1	40%	4	35%	1	53%
Friends	2	42%	2	45%	4	33%	1	44%	2	44%
Letter, postcard or brochure	3	40%	4	38%	3	36%	2	43%	3	40%
Moraine Valley catalog	4	39%	1	49%	2	38%	3	38%	5	38%
Family member	5	33%	5	32%	9	14%	5	34%	4	39%
Moraine Valley students	6	21%	6	26%	7	16%	6	23%	6	21%
Campus visit	7	17%	8	15%	6	21%	7	20%	7	14%
H.S. faculty or counselor	8	16%	9	13%	9	14%	7	20%	9	14%
Phone contact with MVCC	8	16%	7	17%	5	25%	9	15%	7	13%
High School visitation	10	10%	12	6%	13	7%	12	9%	10	13%
Moraine Valley staff	10	10%	10	8%	8	15%	12	9%	12	9%
College Career Night at MVCC	12	9%	12	6%	16	4%	10	11%	11	11%
H.S. newspaper articles/ads	12	9%	12	6%	13	7%	11	10%	13	9%
Local newspaper articles/ads	14	8%	12	6%	12	10%	12	9%	14	7%
Other	15	6%	16	4%	11	11%	15	8%	15	4%
Information night at MVCC	16	5%	10	8%	17	3%	16	6%	15	4%
Financial aid presentation	17	3%	17	2%	13	7%	17	4%	17	2%
Work site visitation by MVCC staff	18	1%	18	0%	17	3%	18	2%	18	0%

The five sources listed most frequently by all respondents were: the class schedule/mailer (44%), friends (42%), small mailings (40%), the Moraine Valley catalog (39%), and a family member (33%). Hispanic, Asian and white respondents listed these five sources more often than the remaining 13 sources, but with different frequency. A family member was not listed among the top five sources for black respondents, but rather ninth. Only 14 percent of black respondents indicated that a family member was a source of information about Moraine Valley compared to more than 30 percent of respondents from all other ethnic groups. Phone contact with Moraine Valley, a campus visit, Moraine Valley students and Moraine Valley staff were listed more frequently than a family member by black respondents.

Black and white respondents both listed the class schedule/mailer as the source used by the largest percentages of these groups. More than half of white respondents (53%) and four out of ten black respondents (40%) used this source of information. The Moraine Valley Catalog was the source listed most frequently by Asian respondents and used by almost half of this group (49%), while the source listed most frequently by Hispanic respondents was friends (44%).

The source used least by respondents overall and by ethnic group was a work site visitation. Only one percent of all respondents listed this as a source that gave them information about Moraine Valley. Three percent of black respondents and two percent of Hispanic respondents listed this source, while no Asian or white respondents did the same. The only other source listed by less than five percent of all respondents was a financial aid presentation. The only

BEST COPY AVAILABLE

ethnic group for which more than five percent were exposed to this source was black (7%). Conversely, college career night was used by more than five percent of all ethnic groups but black (4%).

There were an additional four sources that less than 10 percent of all respondents were exposed to: college career night at Moraine Valley, high school newspaper articles and advertisements, local newspaper articles and advertisements, and an information night at Moraine Valley. Additionally, less than ten percent of Asian, Hispanic and white respondents listed Moraine Valley staff, and less than ten percent of Asian, black and Hispanic respondents listed a high school visitation.

In addition to indicating the sources that gave them information about Moraine Valley, students were also asked which of these sources was their first contact with Moraine Valley. (See Table 4.) The source listed most often as the first source of information about Moraine Valley by all respondents was a family member (19%). Friends and the class schedule/mailer were the first source for 15 percent, and small mailings were the first source for nine percent. Phone contact with Moraine Valley, the Moraine Valley catalog and high school faculty were each the first source for six percent. The remaining informational sources were listed by fewer than five percent of all respondents.

The sources listed most frequently as the first contact with Moraine Valley varied with each ethnic group. A significantly higher percentage of white respondents listed a family member as their first contact with Moraine Valley, while small mailings were the first contact for a significantly higher proportion of Asian respondents (20%). Friends was the source listed most frequently by Hispanic respondents (17%), and the class schedule/mailer was the first contact with Moraine Valley for the largest percentage of black respondents (16%).

Sources listed by one percent or fewer respondents as their first contact with Moraine Valley were: a high school newspaper (1%), a financial aid presentation (1%), a local newspaper (1%), a work site visitation (1%), and an

Table 4
First Contact with Moraine Valley
Percentages by Ethnicity

First Contact with MVCC	All N=390	Asian N=51	Black N=61	Hispanic N=111	White N=167
Family member	19%	10%	8%	15%	28%
Friends	15%	18%	15%	17%	14%
Class schedule/mailer	15%	12%	16%	10%	20%
Letter, postcard or brochure	9%	20%	5%	9%	7%
Phone contact with MVCC	6%	6%	13%	6%	4%
Moraine Valley catalog	6%	10%	5%	5%	6%
H.S. faculty or counselor	6%	4%	7%	6%	5%
Campus visit	4%	4%	7%	6%	2%
High School visitation	4%	4%	2%	5%	4%
Other	3%	2%	10%	3%	2%
College Career Night at MVCC	3%	0%	2%	4%	4%
Moraine Valley students	3%	6%	0%	6%	1%
Moraine Valley staff	2%	2%	7%	3%	1%
H.S. newspaper articles/ads	1%	2%	0%	1%	1%
Financial aid presentation	1%	0%	0%	2%	1%
Local newspaper articles/ads	1%	2%	2%	0%	1%
Work site visitation by MVCC staff	1%	0%	3%	1%	0%
Information night at MVCC	0%	0%	0%	1%	0%

BEST COPY AVAILABLE

information night at Moraine Valley. Four sources were selected by less than one percent of Asian respondents (college career night, a financial aid presentation, a work site visitation, and an information night at Moraine Valley) and black respondents (Moraine Valley students, high school newspapers, a financial aid presentation, and an information night). Two sources were selected by less than one percent of white respondents (a work site visitation and an information night), while only one source was listed by less than one percent of Hispanic respondents (local newspaper articles and advertisements).

Financial Aid

Students have numerous financial aid sources available to them. Among these include: Pell Grant, GI Bill/Illinois Veteran Grant, Work/Study program, scholarship, and loans. Table 5 shows the types of financial aid used by the fall 1995 respondents. Because respondents can use more than one type of financial aid, the totals will not equal 100 percent.

Table 5
Financial Aid Sources
Percentages by Ethnicity

Financial Aid Source	All N=433	Asian N=53	Black N=73	Hispanic N=127	White N=180
None	68%	70%	41%	61%	83%
Pell Grant	17%	17%	38%	17%	8%
Other	6%	6%	14%	6%	4%
GI Bill/Illinois Veterans Grant	4%	2%	8%	5%	3%
Scholarship	4%	6%	0%	8%	2%
Loan	3%	0%	8%	3%	1%
Work/Study	3%	4%	1%	4%	2%

The majority of respondents used no form of financial aid (68%). The ethnic group with the largest percentage that did not use financial aid was white (83%). The majority of Asian and Hispanic ethnic groups also did not use financial aid: 70 percent of Asian and 61 percent of Hispanic respondents indicated that they were using no financial aid. The only ethnic group for which more respondents were using financial aid than not was black. Only 41 percent of black respondents indicated that they were using no financial aid.

Almost three times as many respondents indicated that they used a Pell Grant than any other form of financial aid. Seventeen percent of all respondents used a Pell Grant, while a GI Bill and scholarship were used by four percent and a loan and Work/Study were each used by three percent. Six percent of respondents used some other type of financial aid.

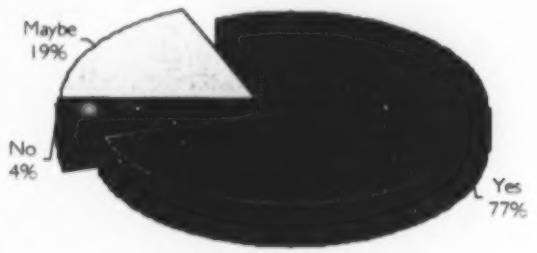
Pell Grant was the most used financial aid source for all ethnic groups. A scholarship was the next most used financial aid source for Hispanic (8%) and Asian (6%) respondents. Only two percent of white respondents and no black respondents used a scholarship. Eight percent of black respondents reported both using a GI Bill/Illinois Veterans Grant and a loan. Only one percent of white respondents and no Asian respondents reported using a loan.

Enrollment at Moraine Valley

Students were asked about their enrollment at Moraine Valley. If able to start over again, more than three out of four (77%) said they would start over again at Moraine Valley. Only four percent would not start over at Moraine Valley, and the remaining 19 percent were undecided. (See Chart 3.)

Chart 3

If Able to Start Over, Would Still Attend MVCC: N=431



More than seven out of ten respondents from each ethnic group would start over again at Moraine Valley. The group with the highest percentage of respondents who would start over again was white (79%), followed by Asian (77%), Hispanic (76%), and black (72%). The groups with the largest percentage of respondents who would not have attended Moraine Valley if they could do it over again were black and Hispanic (6%). Four percent of white respondents and only two percent of Asian respondents would not attend Moraine Valley if they could do it over again. Between 17 and 22 percent of respondents from each ethnic group indicated that maybe they would start again at Moraine Valley.

Four-hundred twenty-three respondents indicated if they planned to re-enroll after the fall semester. Eighty-seven percent (N=369) planned to re-enroll. (See Chart 4.) Thirteen percent (N=54) did not plan on returning to Moraine Valley. There was no significant difference in the way the four different ethnic groups answered this question. The percentage of respondents by ethnic group intending to re-enroll ranged from 84 to 91 percent. Ninety-one percent of Hispanic respondents, 90 percent of Asian respondents, 87 percent of black respondents and 84 percent of white respondents planned on re-enrolling.

Chart 4

Plans to Re-Enroll: N=423

Future Educational Goals

In addition to asking these students about their Moraine Valley enrollment, they were also asked about their future educational goals. Table 6 shows how the respondents answered this question. Because respondents could give more than one response, the total percentages equal more than 100 percent.

Almost all respondents had some future educational plans. Only one percent of all respondents did not plan continuing their education. Almost six out of ten respondents (58%) planned on completing a Moraine Valley certificate or associate degree program, and more than four in ten respondents (42%) wanted to continue their education further and complete at least a bachelor's degree. More than three of every ten respondents (32%) wanted to take courses as needed to improve job skills, while almost two out of ten (18%) wanted to take courses for personal enjoyment or satisfaction.

Table 6
Future Educational Plans
Percentages by Ethnicity

Future Educational Plans	All N=433	Asian N=53	Black N=73	Hispanic N=127	White N=180
Complete a MVCC degree or certificate program	58%	47%	62%	58%	58%
Complete at least a bachelor's degree	42%	42%	42%	40%	44%
Take needed courses to improve job skills	32%	21%	34%	35%	33%
Take courses for personal enjoyment or satisfaction	18%	11%	11%	17%	24%
No plans to return to school	1%	0%	1%	1%	1%

Similar to respondents overall, close to six in ten of black (62%), white (58%), and Hispanic (58%) respondents planned to complete a Moraine Valley certificate or degree program. However, a significantly lower percentage of Asian respondents (47%) planned to do the same. The was no significant difference in the percentage of respondents planning to complete at least a bachelor's degree. Between 40 and 44 percent of respondents from each ethnic group had such plans.

The percentage of respondents planning to take courses as needed to improve job skills was significantly lower for Asian respondents. At least one-third of Hispanic (35%), black (34%), and white (33%) respondents planned to take courses as needed to improve job skills, while only one-fifth of Asian respondents (21%) planned to do the same. Asian and black respondents (11%), however, were less likely than Hispanic (17%) and white (24%) respondents to take courses for personal enjoyment or satisfaction.

Evaluation of Moraine Valley

Respondents were asked to signify the importance of Moraine Valley characteristics, services and programs (from 1=not at all important to 5=very important) and their satisfaction with them (from 1=not at all satisfied to 5=very satisfied or N=did not use). These ratings were then used to determine the performance gap scores for these characteristics, services and programs. The performance gap score is the difference between the importance rating and satisfaction

BEST COPY AVAILABLE

rating. A program or service for which importance was greater than satisfaction would result in a positive performance gap score, while a program or service for which satisfaction was greater than importance would result in a negative performance gap score.

On a scale of one to five, with five being very important and one being not at all important, respondents rated 11 of the 21 characteristics, services, and programs between 4.00 and 5.00. (See Table 7.) Nine items were rated between 3.00 and 3.99 and one was rated less than 3.00. The average importance rating for all respondents was 3.96.

Table 7
Importance of Characteristics, Services and Programs
by Ethnicity

	All N=433		Asian N=53		Black N=73		Hispanic N=127		White N=180	
Characteristic, Service or Program	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
Classes scheduled at convenient times	4.73	1	4.55	2	4.63	2	4.75	1	4.80	1
Quality of courses	4.67	2	4.64	1	4.46	8	4.71	2	4.73	2
Quality of faculty	4.67	2	4.54	4	4.58	3	4.70	3	4.72	3
Availability of needed courses	4.62	4	4.40	8	4.51	6	4.67	4	4.69	4
Variety of courses offered	4.60	5	4.55	2	4.51	6	4.61	5	4.65	5
Convenient registration process	4.53	6	4.49	5	4.64	1	4.45	6	4.57	6
Overall quality of academic facilities	4.44	7	4.41	7	4.58	3	4.41	7	4.42	7
Library services	4.22	8	4.42	6	4.42	9	4.26	8	4.05	10
Academic advising-course planning help	4.14	9	3.88	13	4.33	11	4.21	9	4.10	8
Individual attention from faculty	4.12	10	4.10	9	4.19	14	4.16	10	4.07	9
Availability of computer labs	4.04	11	4.10	9	4.38	10	4.10	11	3.84	12
Availability of faculty outside of class	3.97	12	3.92	12	4.14	15	4.07	12	3.85	11
Counseling/Advising-career planning help	3.95	13	3.94	11	4.12	16	4.06	13	3.81	13
Availability of financial aid	3.85	14	3.80	15	4.55	5	3.96	14	3.51	14
Tutoring/Academic Skills Center	3.61	15	3.82	14	4.24	12	3.75	15	3.19	16
Attractiveness of campus/buildings	3.50	16	3.54	16	3.76	17	3.70	16	3.24	15
New student orientation	3.31	17	3.48	17	3.65	19	3.53	18	2.98	17
Personal counseling services	3.13	18	2.78	21	3.70	18	3.35	19	2.86	18
Minority student services	3.02	19	3.42	18	4.24	12	3.68	17	1.89	21
Recreational facilities	3.02	19	3.38	19	3.27	20	3.28	20	2.65	19
Availability of student clubs & organizations	2.73	21	2.84	20	3.17	21	3.08	21	2.27	20
Average Importance Rating	**3.96**		**3.96**		**4.20**		**4.08**		**3.77**	

Black respondents had the highest average importance rating (4.20) and rated 16 of the 21 characteristics, services and programs between 4.00 and 5.00. The average importance rating for Hispanic respondents was 4.08 and that for Asian respondents was 3.96. White respondents gave Moraine Valley characteristics, services and programs the lowest average importance rating (3.77). White respondents rated the importance of four items between 2.99 and 2.00 and were the only group to rate any item below 2.00 (minority student services).

The characteristic, service or program most important to respondents was classes scheduled at convenient times. Also important were the quality of courses, quality of faculty, availability

BEST COPY AVAILABLE

of courses and variety of courses. Additional aspects with importance ratings higher than average (3.96) were convenient registration, the quality of academic facilities, library services, course planning help, individual attention from faculty, availability of computer labs, and availability of faculty outside of class. The remaining eight characteristics, services and programs were rated lower than average in terms of importance. The characteristic, service or program least important to respondents (rated less than 3.00) was the availability of student clubs and organizations (2.73).

Only two characteristics, services and programs were ranked within the top five among all four ethnic groups: Classes scheduled at convenient times and quality of faculty. Quality of courses and variety of courses were ranked among the top five for all ethnic groups but black. Black respondents, however, were the only group to rank quality of academic facilities and availability of financial aid among the top five most important characteristics, services and programs. Also, only Asian and black respondents ranked convenient registration among their top five, while only Hispanic and white respondents ranked the availability of needed courses within theirs.

Respondents of the four ethnic groups were in accordance with those characteristics, services and programs they found least important. All ethnic groups ranked the availability of student organizations and clubs, recreational facilities, personal counseling services, and new student orientation among the five least important. All groups except black respondents ranked minority student services among the five least important characteristics, services and programs. Black respondents were the only group to rate this item of above average importance. Black respondents instead included the attractiveness of the campus among the least important.

On a similar scale with five being very satisfied and one being not at all satisfied, six characteristics, services and programs were rated between 4.00 and 5.00. The remaining 15 of the 21 items were rated between 3.50 and 3.99. The average satisfaction rating of characteristics, services and programs was 3.90. (See Table 8.)

Black respondents had the highest average satisfaction rating (4.02) and the only average rating greater than 4.00. Black respondents rated twelve items 4.00 or greater, while Asian, Hispanic and white respondents rated only five or six items greater than or equal to 4.00. Asian respondents had the lowest average satisfaction score (3.82), followed by Hispanic respondents (3.87) and white respondents (3.88).

The characteristic, service or program with the highest satisfaction rating (4.14) was the availability of computer labs. Other characteristics, services and programs with satisfaction ratings equal to or higher than average (3.90) were: quality of academic facilities, convenient registration, quality of courses, variety of courses, library services, attractiveness of campus, quality of faculty, minority student services, and tutoring. The eleven remaining characteristics, services and programs were rated below average in terms of satisfaction. The five characteristics, services and programs which respondents were least satisfied with were: availability of student clubs, course planning help, career planning help, availability of needed courses, and new student orientation.

There was no consensus among ethnic groups regarding satisfaction with the given characteristics, services and programs. No characteristic, service or program was ranked among the top five most satisfactory by all ethnic groups. Library services was among the five most satisfactory for all ethnic groups but white, and convenient registration was among the top five for all except Hispanic respondents. All groups excluding black respondents rated the availability of computer labs, the quality of academic facilities and the quality of courses among the five most satisfactory characteristics, services and programs. Black respondents, however, were the only ethnic group to include the availability of financial aid, and tutoring among their top five. Black and white respondents included the variety of courses offered in their top five, while Asian and Hispanic respondents did not.

Table 8

Satisfaction with Characteristics, Services and Programs
by Ethnicity

	All N=433		Asian N=53		Black N=73		Hispanic N=127		White N=180	
Characteristic, Service or Program	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
Availability of computer labs	4.14	1	4.14	1	4.08	8	4.21	1	4.12	3
Overall quality of academic facilities	4.13	2	4.04	4	4.09	6	4.16	2	4.14	1
Convenient registration process	4.10	3	4.00	5	4.28	2	4.00	6	4.12	3
Quality of courses	4.10	3	4.12	3	4.08	8	4.07	3	4.11	5
Variety of courses offered	4.07	5	3.96	6	4.13	5	3.99	7	4.14	1
Library services	4.06	6	4.13	2	4.15	3	4.07	3	3.99	7
Attractiveness of campus/buildings	3.98	7	3.75	14	4.05	10	4.04	5	3.98	8
Quality of faculty	3.97	8	3.90	7	4.09	6	3.98	8	3.94	9
Minority student services	3.94	9	3.83	9	3.98	13	3.94	9	4.00	6
Tutoring/Academic Skills Center	3.94	9	3.78	10	4.14	4	3.91	11	3.90	10
Classes scheduled at convenient times	3.87	11	3.78	10	4.00	12	3.94	9	3.79	13
Individual attention from faculty	3.83	12	3.70	17	3.97	15	3.81	12	3.81	12
Availability of faculty outside of class	3.79	13	3.44	20	3.98	13	3.73	14	3.87	11
Availability of financial aid	3.76	14	3.76	12	4.33	1	3.64	17	3.48	21
Personal counseling services	3.74	15	3.75	14	3.97	15	3.76	13	3.56	18
Recreational facilities	3.71	16	3.37	21	3.97	15	3.72	15	3.74	14
New student orientation	3.70	17	3.84	8	3.83	19	3.62	19	3.67	15
Availability of needed courses	3.67	18	3.45	19	3.76	20	3.71	16	3.67	15
Counseling/Advising-career planning help	3.63	19	3.73	16	4.04	11	3.50	20	3.53	19
Academic advising-course planning help	3.58	20	3.76	12	3.90	18	3.43	21	3.49	20
Availability of student clubs & organizations	3.57	21	3.54	18	3.30	21	3.63	18	3.67	15
Average Satisfaction Rating	**3.90**		**3.82**		**4.02**		**3.87**		**3.88**	

Availability of student clubs and organizations was the only characteristic, service or program rated among the least satisfying by all ethnic groups. Asian respondents were the only ethnic group not to rank course planning help and new student orientation among the five least satisfactory characteristics, services and programs. Asian respondents instead were least satisfied with recreational facilities and the availability of faculty outside of class. Hispanic respondents were the only group not to include the availability of needed courses among the five least satisfactory, but were, however, least satisfied with course and career planning help.

BEST COPY AVAILABLE

Black respondents were least satisfied with the availability of student clubs and organizations and the availability of needed courses, and white respondents were least satisfied with the availability of financial aid and course planning help. The availability of financial aid was ranked least satisfactory by white respondents and among the ten least satisfactory by Hispanic and Asian respondents, but was rated the most satisfactory characteristic, service or program by black respondents.

Table 9

Gap Scores of Characteristics, Services and Programs
by Ethnicity

	All N=433		Asian N=53		Black N=73		Hispanic N=127		White N=180	
Characteristic, Service or Program	Gap	Rank	Gap	Rank	Gap	Rank	Gap	Rank	Gap	Rank
Minority student services	-0.92	1	-0.41	3	0.26	11	-0.26	5	-2.11	1
Availability of student clubs & organizations	-0.84	2	-0.70	2	-0.13	5	-0.55	1	-1.40	2
Recreational facilities	-0.69	3	0.01	7	-0.70	1	-0.44	2	-1.09	3
Personal counseling services	-0.61	4	-0.97	1	-0.27	3	-0.41	3	-0.70	6
Attractiveness of campus/buildings	-0.48	5	-0.21	5	-0.29	2	-0.34	4	-0.74	4
New student orientation	-0.39	6	-0.36	4	-0.18	4	-0.09	8	-0.69	7
Tutoring/Academic Skills Center	-0.33	7	0.04	8	0.10	7	-0.16	6	-0.71	5
Availability of computer labs	-0.10	8	-0.04	6	0.30	13	-0.11	7	-0.28	8
Availability of financial aid	0.09	9	0.04	8	0.22	10	0.32	11	0.03	10
Library services	0.16	10	0.29	12	0.27	12	0.19	9	0.06	11
Availability of faculty outside of class	0.18	11	0.48	15	0.16	8	0.34	12	-0.02	9
Individual attention from faculty	0.29	12	0.40	14	0.22	9	0.35	13	0.26	12
Overall quality of academic facilities	0.31	13	0.37	13	0.49	18	0.25	10	0.28	14
Counseling/Advising-career planning help	0.32	14	0.21	11	0.08	6	0.56	15	0.28	13
Convenient registration process	0.43	15	0.49	16	0.36	14	0.45	14	0.45	15
Variety of courses offered	0.53	16	0.59	18	0.38	15	0.62	16	0.51	16
Academic advising-course planning help	0.56	17	0.12	10	0.43	17	0.78	19	0.61	17
Quality of courses	0.57	18	0.52	17	0.38	15	0.64	17	0.62	18
Quality of faculty	0.70	19	0.64	19	0.49	18	0.72	18	0.78	19
Classes scheduled at convenient times	0.86	20	0.77	20	0.63	20	0.81	20	1.01	20
Availability of needed courses	0.95	21	0.95	21	0.75	21	0.96	21	1.02	21
Average Gap Score	**0.06**		**0.14**		**0.18**		**0.21**		**-0.11**	

Note: A gap score is derived by subtracting the satisfaction rating of an item from its importance rating.
A large positive gap score indicates an item does not meet student expectations, and
a large negative gap score indicates an item exceeds student expectations.

The difference between the importance rating and the satisfaction rating is the performance gap score for a characteristic, service or program. A positive performance gap score indicates that the importance of a characteristic, service or program was greater than the satisfaction with that same characteristic, service or program. These characteristics, services and programs did not meet students' expectations. On the other hand, negative performance gaps indicate that an aspect exceeded students' needs and/or expectations. Those characteristics, services and programs with the largest positive performance gap scores should be given

BEST COPY AVAILABLE

highest priority when addressing needs to increase student satisfaction, because these are the aspects of Moraine Valley that least meet student expectations.

Eight of the 21 characteristics, services and programs rated by all respondents had negative performance gap scores and 13 had negative gap scores. The average gap score was 0.06. (See Table 9.)

The characteristic, service or program which most exceeded student expectations was minority student services (-0.92), followed by the availability of student clubs (-0.84), recreational facilities (-0.69), and personal counseling services (-0.61). The attractiveness of the campus, new student orientation, tutoring, and availability of computer labs also received negative gap scores. It is important to note, however, that seven of these eight characteristics, services and programs with negative gap scores were also rated among those least important to respondents. The availability of computer labs was the only item with a higher than average importance rating.

The largest positive gap between importance and satisfaction was that pertaining to the availability of needed classes (0.95), followed by classes scheduled at convenient times (0.86), quality of faculty (0.70), quality of courses (0.57), course planning help (0.56), and the variety of courses offered (0.53). The six remaining characteristics, services and programs with positive gap scores also had scores higher than average. Registration, career planning help, academic facilities, attention from faculty, availability of faculty, library services, and availability of financial aid were all characteristics, services and programs which for respondents overall, the satisfaction level did not meet the level of importance.

Average gap scores for each ethnic group were larger than the average gap score for respondents as a whole except for white respondents. Hispanic respondents had the largest average gap score (0.21), followed by black respondents (0.18) and Asian respondents (0.14). White respondents were the only group with a negative average gap score (-0.11) and had the largest range of gap scores; from 1.02 (availability of courses) to -2.11 (minority student services). All other ethnic groups gave scores within the range of 0.96 to -0.97.

All ethnic groups gave the availability of needed courses and classes scheduled at convenient time the highest gap scores. Another item for which importance outweighed satisfaction for respondents from all ethnic groups was the quality of faculty. Black respondents were the only group with the overall quality of academic facilities among their five highest gap scores, and Asian respondents were the only group with variety of courses offered among theirs.

The availability of student clubs and organizations, personal counseling services, the attractiveness of the campus, and new student orientation were the only characteristics, services and programs which received negative gap scores from all four ethnic groups. Asian respondents were the only group that gave recreational facilities a positive gap score and only black respondents gave minority student services a positive gap score.

Strengths and Weaknesses

Areas given both higher than average importance ratings and higher than average satisfaction

ratings are categorized as strength areas. On the other hand, items given higher than average importance ratings but lower than average satisfaction ratings are categorized as weaknesses. Although the respondents from the four ethnic groups did not agree on the importance of and/or the satisfaction with all Moraine Valley characteristics, services and programs, there was no overall disagreement. No items rated as strengths by one group were rated as weaknesses by another. (See Tables 10 and 11.)

Table 10

Moraine Valley Characteristics, Services and Programs
Strength Areas

Strengths	Importance		Satisfaction		Gap Score	
All Respondents						
Quality of courses	4.67	H	4.10	H	0.57	H
Variety of courses offered	4.60	H	4.07	H	0.53	H
Convenient registration process	4.53	H	4.10	H	0.43	H
Overall quality of academic facilities	4.44	H	4.13	H	0.31	H
Library services	4.22	H	4.06	H	0.16	A
Asian Respondents						
Quality of courses	4.64	H	4.12	H	0.52	H
Variety of courses offered	4.55	H	3.96	H	0.59	H
Convenient registration process	4.49	H	4.00	H	0.49	H
Library services	4.42	H	4.13	H	0.29	H
Overall quality of academic facilities	4.41	H	4.04	H	0.37	H
Availability of computer labs	4.10	H	4.14	H	-0.04	L
Black Respondents						
Convenient registration process	4.64	H	4.28	H	0.36	H
Availability of financial aid	4.55	H	4.33	H	0.22	A
Variety of courses offered	4.51	H	4.13	H	0.38	H
Library services	4.42	H	4.15	H	0.27	A
Hispanic Respondents						
Quality of courses	4.71	H	4.07	H	0.64	H
Quality of faculty	4.70	H	3.98	H	0.72	H
Variety of courses offered	4.61	H	3.99	H	0.62	H
Convenient registration process	4.45	H	4.00	H	0.45	H
Overall quality of academic facilities	4.41	H	4.16	H	0.25	A
Library services	4.26	H	4.07	H	0.19	A
White Respondents						
Quality of courses	4.73	H	4.11	H	0.62	H
Variety of courses offered	4.65	H	4.14	H	0.51	H
Convenient registration process	4.57	H	4.12	H	0.45	H
Overall quality of academic facilities	4.42	H	4.14	H	0.28	H
Library services	4.05	H	3.99	H	0.06	H

H = higher than average L = lower than average A = average

Respondents from all four ethnic groups rated the variety of courses, convenient registration, and library services with higher than average ratings for both importance and satisfaction. While Asian, Hispanic and white respondents rated the quality of courses and the overall quality of academic facilities as strengths, black respondents rated the importance of these items above average, but their satisfaction with them average. Similarly, Hispanic respondents rated the quality of a faculty as a strength, while the other ethnic groups rated its importance above average, and its satisfaction average. The strongest contrast would be that although black respondents rated the availability of financial aid a strength, the other groups found this to be of below average importance and of average or below average satisfaction.

Each ethnic group rated two characteristics, services and programs as weaknesses. (See Table 11.) There was an overall agreement among the four ethnic groups that the availability of needed courses was a weakness. In addition, black, Hispanic and white respondents rated

BEST COPY AVAILABLE

course planning help as a weakness, and Asian respondents rated individual attention from faculty as a weakness. While white respondents rated the importance of individual attention from faculty above average, and black and Hispanic respondents rated its importance as average, these three groups found this item to be of average satisfaction. Likewise, Asian respondents did not rate course planning help as a weakness, but as of average importance and average satisfaction.

Table 11
Moraine Valley Characteristics, Services and Programs
Weakness Areas

Weaknesses	Importance		Satisfaction		Gap Score	
All Respondents						
Availability of needed courses	4.62	H	3.67	L	0.95	H
Academic advising-course planning help	4.14	H	3.58	L	0.56	H
Asian Respondents						
Availability of needed courses	4.40	H	3.45	L	0.95	H
Individual attention from faculty	4.10	H	3.70	L	0.40	H
Black Respondents						
Availability of needed courses	4.51	H	3.76	L	0.75	H
Academic advising-course planning help	4.33	H	3.90	L	0.43	H
Hispanic Respondents						
Availability of needed courses	4.67	H	3.71	L	0.96	H
Academic advising-course planning help	4.21	H	3.43	L	0.78	H
White Respondents						
Availability of needed courses	4.69	H	3.67	L	1.02	H
Academic advising-course planning help	4.10	H	3.49	L	0.61	H

H = higher than average L = lower than average

Summary

A survey was administered in fall 1995 to a random sample of currently enrolled students. The following summarizes the 433 responses received.

- Thirty percent of 1,447 students surveyed responded: 36 percent of white students, 34 percent of Asian students, 28 percent of Hispanic students, and 22 percent of black students surveyed responded.

- Forty-two percent of respondents initially attended Moraine Valley to take courses for transfer. Thirty-five percent attended to earn an occupational degree or certificate and ten percent attended to take job-related or job-required courses.

- Asian respondents were most likely to have attended Moraine Valley to take transfer courses, while black respondents were most likely to have attended to obtain a degree or certificate needed for employment.

- Almost three-fourths of respondents (73%) were employed full-time and working an average of 33 hours per week. Asian respondents had the lowest percentage employed full time (50%), and Hispanic respondents had the largest (80%).
- The top five sources of information about Moraine Valley for all respondents were: the class schedule/mailer, friends, the various letters, postcards, and brochures mailed throughout the district, the Moraine Valley catalog, and family. Black respondents were the only group that did not include family in their top five sources of information.

BEST COPY AVAILABLE

- The first contact with Moraine Valley for the largest percentage of respondents was different for each ethnic group. For Asian respondents it was a letter, postcard or brochure, for black respondents it was the class schedule/mailer, for Hispanic respondents it was friends, and for white respondents it was family.

- While almost sixty percent of black respondents used some form of financial aid, less than forty percent of Hispanic respondents, thirty percent of Asian respondents, and twenty percent white respondents did the same.

- Between 70 and 80 percent of respondents from each ethnic group, if given the chance, would start over again at Moraine Valley.

- Eighty-seven percent of respondents planned to re-enroll at Moraine Valley after the fall 1995 semester.

- Asian respondents were the only group for which less than half of respondents planned on completing a Moraine Valley degree or certificate program. Approximately six in ten black, Hispanic and white respondents planned to complete a Moraine Valley program.

- At least 40 percent of respondents from each ethnic group planned to complete at least a bachelor's degree.

- Asian respondents were less likely than other respondents to plan to take courses as needed to improve job skills, and white respondents were more likely than other respondents to plan to take courses for personal satisfaction.

- Classes scheduled at convenient times and quality of faculty were the only two characteristics, services and programs ranked within the five most important for all four ethnic groups. Black respondents were the only group not to include quality of courses and variety of courses among the most five most important, but instead included quality of academic facilities and availability of financial aid.

- Asian and Hispanic respondents were most satisfied with the availability of computer labs. Black respondents were most satisfied with the availability of financial aid, and white respondents were most satisfied with the quality of academic facilities and the variety of courses offered.

- Black respondents had the highest average satisfaction rating, and Asian respondents had the lowest.

- Asian respondents were least satisfied with recreational facilities; black respondents were least satisfied with the availability of student clubs and organizations; Hispanic respondents were least satisfied with course planning help; and white respondents were least satisfied with the availability of financial aid.

- Respondents from all ethnic groups gave the availability of needed classes and class scheduling the largest performance gap scores.

- Asian respondents were the only ethnic group to include the variety of courses offered among their top five gap scores, and black respondents were the only ethnic group to include the overall quality of academic facilities.

- Respondents from all four ethnic groups rated the quality of courses, the variety of courses, convenient registration, academic facilities, and library services as strengths.

- Respondents from all ethnic groups rated the availability of needed courses as a weakness. Black, Hispanic and white respondents rated course planning help a weakness, and Asian respondents rated individual attention from faculty a weakness.

KR 7/96